


CA1
Z1
-63B500

GOVT



Digitized by the Internet Archive
in 2022 with funding from
University of Toronto

<https://archive.org/details/31761114688757>

CA121

-63B500

FRITH.

FINAL REPORT

Authors: HUBERT BENOIT
MARCEL COLLIN
CLAUDE DESJARDINS
PETER LYMAN

Title: LANGUAGE TRAINING - HULL

Div. IV

Project 3

See last two pages
for additional remarks
by P. Lyman

LANGUAGE TRAINING - HULL

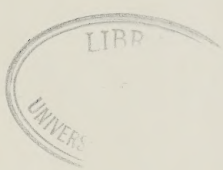
STUDY OF THE INITIAL
GROUP OF PUBLIC SERVANTS WHO
COMPLETED THE FRENCH COURSE
AT THE HULL LANGUAGE
TRAINING CENTER

ROYAL COMMISSION ON
BILINGUALISM & BICULTURALISM
LIBRARY - BIBLIOTHEQUE
COMMISSION ROYALE D'ENQUETE SUR
LE BILINGUISME & LE BICULTURALISME

33

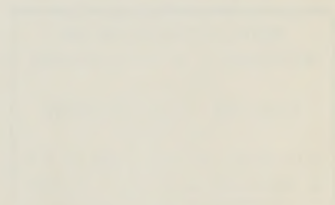
March 25, 1965

Hubert Benoit
Marcel Collin
Claude Desjardins
Peter Lyman



LIBRARY OF THE UNIVERSITY OF CHICAGO

DATE OF ACQUISITION
BY THE UNIVERSITY OF CHICAGO
FROM THE LIBRARY OF THE
UNIVERSITY OF CHICAGO
LIBRARY OF THE UNIVERSITY OF CHICAGO



LIBRARY OF THE UNIVERSITY OF CHICAGO

LIBRARY OF THE UNIVERSITY OF CHICAGO
LIBRARY OF THE UNIVERSITY OF CHICAGO
LIBRARY OF THE UNIVERSITY OF CHICAGO
LIBRARY OF THE UNIVERSITY OF CHICAGO

TABLE OF CONTENTS

*Notably, ambiguous to a whole question
which is most cases say - can't
interpret! - See -> 1's.*

	<u>Page</u>
<u>INTRODUCTION</u>	
PART I <u>DESCRIPTION AND ANALYSIS OF PERSONAL CHARACTERISTICS</u>	6
PART II <u>ANALYSIS OF RESULTS OF COURSE</u>	16
- Introduction	
- Tables pertaining to students' ability in French.	
- Evaluation by the Interviewer	← Pp 22-3
- Use of French at Work	
- Current Methods for Maintaining or Improving French.	
PART III <u>REACTIONS- OPINIONS - ATTITUDES</u>	37
- Introduction	
- Reactions	
- Students' Opinions of the Course	
- Attitudes Towards Bilingualism	
PART IV <u>CONCLUSIONS - RECOMMENDATIONS</u>	57
<u>APPENDIXES</u>	
I Questionnaire used in this study.	
II "The Teaching Method used at the Civil Service Language Training Center" - Article by J.J. Guérin, Co-ordinator of Language Training, C.S.C.	

LANGUAGE TRAINING - HULL

Study of the Initial Group of Public Servants who Completed the French Course at the Hull Language Training Center

Introduction

In June, 1964, thirty-two English-speaking, federal public servants finished the first series of French courses offered by the Civil Service Commission at the Hull language school. It was a new experiment by the C.S.C. with the general aim of making the federal public service more bilingual. Jean Marc Hamel, then secretary of the CSC, had been assigned to launch the school and organize the first courses. Having consulted linguistic specialists from Laval and the University of Montreal, the "Voix et Image de France" method (see appendix II) was adopted. This audio visual system of French language instruction was developed in France by the Ecole Normale de St. Cloud.

Composition of the Groups of Students

After a battery of preliminary tests designed to separate the students according to their ability in French, the 32 public servants were assigned to one of the three groups which corresponded most to their own level of French.

Among the candidates who underwent these tests, eleven were placed in group A. These students had little or no knowledge of French. Their classes began February 16, 1964 and continued on a full-time basis (six hours per day) until June 19, 1964 (i.e. 17 weeks). This first group completed 29 of the 32 lessons in the first phase of the V.I.F. program.

Group B also included eleven persons who were slightly more advanced in French. These students began classes March 16, at half time (four hours per day) and continued for 14 weeks, completing only 20 of the 32 lessons.

The courses for all three groups were discontinued in June, because the various departments, with the advent of summer vacations, could no longer spare the personnel. Eight members of groups B, however, eventually returned in the fall of 1964 (after our interviews) to complete the remaining 12 lessons.

The most advanced class, group C, was composed of ten members who attended their lessons four hours a day for 11 weeks. Although this group spent less time in the Hull centre than did the other two, all 32 V.I.F. lessons were covered. Since these students began the cycle with already certain ability in French, they were able to progress at a fairly rapid pace, and, consequently, complete the whole first phase of 32 lessons.

Goals of the Study

Since this new C.S.C. program aims at increasing the level of bilingualism in the federal service, it is natural that the Royal Commission on Bilingualism and Biculturalism be particularly interested in the first results of the courses. To this end, we have undertaken this present project with the following specific objectives:

- (1) To evaluate the results of the training program by forming an assessment of how effectively the subject can communicate in French;
- (2) To determine the extent to which the French which has been learned is of use at work.
- (3) To determine the opinions and gauge the attitudes of the subjects with respect to the course and to bilingualism in the federal public service.

The study of the original 31 Hull center students was conceived as a pilot project. It was expected that further studies of a similar type would be undertaken using the present one as a guide and reference.

Method

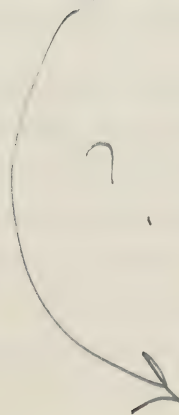
The best way of obtaining this information was to interview

the students themselves. After interviews with the directors of the Hull school by research members of the commission, a detailed questionnaire was prepared for the purpose of interviewing this first group of students (see appendix II). Since their number was small, we decided to speak to all the members of the three groups. Except for one individual in group C (who was in Egypt) all were duly contacted. They were interviewed by three bilingual members of the research division (two French-speaking, one English-speaking), about four to five months after the end of their courses. Each interviewer dealt with roughly a third of each of the three groups. These interviews lasted between 45 and 90 minutes. The questionnaire was reviewed after the first two interviews and the content was slightly modified for the purposes of precision and clarity.

To process the results, the questionnaire was divided into three separate parts, as follows: (1) M. Collin analysed the replies to all questions concerned with the personal characteristics of the students (section B, section C 1, 3, 4 - see appendix II). (2) P. Lyman treated all information which dealt with the results of the course (sections A, C 5, 6, 7, 8); (3) C. Desjardins surveyed the reactions, opinions, and attitudes towards the course and bilingualism in the federal administration (section C 2, 9, 10, 11). Our object in splitting the analytical process into three parts was to maintain the same standards of evaluation of particular information among all students.

Therefore, each interviewer independently analysed his specific section of the questionnaire and wrote a preliminary report on it without touching upon the matters treated by the other two interviewers. The three reports were subsequently reviewed and criticized at several committee meetings comprising the three interviewers and H. Benoit, the head of the project. A statistical advisor, D. Ledoux, also participated in these discussions. Following the suggestions put forward during these reunions, the three interviewers rewrote their separate analyses, and the subsequent reports were again debated at length. Once these operations had been completed, P. Lyman prepared an integrated report, in English, based on the three separate

How can we judge?



reports with the additional changes agreed upon in the second series of meetings.

Limitations of this study

Before passing on to the report on the material acquired from the interviews, it is necessary to emphasize the numerous limitations of this study. For example, the school was entirely new and the students of our study were taking the very first courses. Therefore, the school was still encountering numerous methodological and organizational problems, such as defective equipment and the recruiting of the students which would not always be effected according to predetermined criteria. (This topic is dealt with at length in later sections). On the other hand, the research project was originally designed as a pilot study, but it became more involved and thorough than we had expected. Also, our questionnaire was not perfect: certain questions were of little use, while others should have been more complete and better phrased. Finally, our methods of analysis of the questionnaires were not always very scientific.

In the light of these numerous limitations, it would be unwise to judge the value of French instruction in the public service solely on the results of this first experiment. For example, one of the goals of our project was to determine the extent which the former students could express themselves in French. Normally, they would be expected to be able to show some sign of ability in French after the completion of the course. However, it was not the expectation of the Hull authorities that their students would become completely bilingual in such a short time.

Consequently, we cannot be confident that our study has established what results may be expected from such a course in the future. The limitations we have mentioned must be taken into consideration. However, our efforts will at least permit us to perfect our questionnaire and improve our methodology for the ensuing research into language training programs.

This report is comprised of three parts. The first one is a description and analysis of the personal characteristics of the 31 students in the 3 groups. Part II presents an analysis of the results of the course as viewed by these first students, and the evaluations of those who conducted the interviews. Finally, part III deals with the reactions, opinions, and attitudes of the students vis-à-vis the course and on bilingualism in the federal public service in general.

The report concludes by a general assessment of the subject leading to recommendations for the future of French courses as well as for further studies.

PART I

DESCRIPTION AND ANALYSIS OF

PERSONAL CHARACTERISTICS

Introduction

For the purposes of evaluating as accurately as possible the results of the first French courses offered by the Hull center, we considered it important to obtain certain personal details about the public servants who took the course. Therefore, the first part of our report consists of a description and analysis of the following information:

(1) their age group, (2) their province of origin, (3) their ethnic origin and family connection with French, (4) their department, (5) their position, (6) their educational level, (7) their French instruction prior to the course, (8) their experience in a French milieu, (9) their state of French prior to the course, (10) their use of French prior to the course, and finally (11) their reasons for having taken the course. Where it may be of significance, we shall attempt to correlate certain of these factors.

1. Age Groups

	<u>Table (1)</u>		
	<u>A</u>	<u>B</u>	<u>C</u>
less than 30	-	1	-
30 - 39 years	6	2	5
40 - 49 years	4	8	4
50 and over	1	-	-

The members of groups A and C are quite similar in age, while those of group B appear to be, on the whole, older. The Hull center intended that the students be confined to the 30 to 50 age group. According to table (1), there were only two exceptions among the 31 students: one in group B (age about 28) and one in group A (age 51).

In a very elementary comparison between the age of the student and his relative progress in French, there is no general conclusion which can be drawn. In group A there was a tendency for

the older classmates to succeed better than their younger counterparts. In group B the older students were weaker in comparison with the young ones. Group C shows no tendency either way. Age is only one variable, and in this case one which was not significant.

2. Province of Origin

Table (2)

	<u>A</u>	<u>B</u>	<u>C</u>
B.C.	3	1	-
Alta.	2	1	-
Sask.	2	-	-
Man.	2	-	-
Ont.	2	7	6
N.S.	-	1	3
Great Britain	-	1	-

Fifteen of the total group of students were natives of Ontario, while the others came from the western provinces and Nova Scotia. There was no one from English-speaking Quebec. The most striking feature in the table is the heavy western representation in group A (9 out of 11 students), while groups B and C are composed predominantly of people from Ontario.

As far as French is concerned, the province of origin seems to have no influence on the individual progress of the students. A comparison between province and results produced no important pattern for any particular province.

3. Ethnic origin and family connection with French Canadians

We did not consider it necessary to analyze the replies to questions B 4 and B 5 pertaining to ethnic origin and family connection with French. It would add nothing useful to our study, since almost all of the students were of British origin (according to the census definition) and only three of them had relatives who were French speaking.



4. Departments

In general, the federal public service was widely represented, since the 31 students who took the course were employed by 18 different departments. The departments which furnished the most students were Transport and the C.S.C., each providing four; The Dominion Bureau of Statistics and National Defence supplied three students each. The 14 other departments each had one or two representatives. While there was a diversity of departments, such important ones as External Affairs and Finance did not have any of their personnel participate in there first courses.

5. Position

Table (3)

<u>CLASS</u>	<u>A</u>	<u>B</u>	<u>C</u>
generalist	11	9	5
specialist	-	2	4

The Hull center officials recruited public servants who held fairly important positions in the federal hierarchy. While there was no fixed rule, they generally sought government employees with a salary of \$8,000 or more.

The above table illustrate that the majority (25) of the students belonged to the generalist classes. Seventeen of these 25 held university degrees in various disciplines, but they all occupied positions with administrative responsibilities. Most of them were fairly highly placed in the hierarchy of their division, since 19 of the 31 persons interviewed were either directors, supervisors, or assistant heads of division. Almost all of them had under their direction several subordinates, whether English or French speaking.

The other members of the three groups (6) belonged to the specialist classes. These public servants were generally involved in work which was directly associated with their field of study. They were all university graduates.

6. Level of education

Table (4)

	<u>A</u>	<u>B</u>	<u>C</u>
High school only	6	2	-
University	5	9	9

The majority (23 of 31) of the students had been to university, while the others had only completed their high school education. The progression in the number of university graduates from group A to group C is obvious from table (4). It would seem to indicate, as one might expect, that those who have been to university would generally be more advance in French than those who had not continued their studies after high school.

7. French instruction prior to the course

Table (5 A)

<u>French courses during school career</u>	<u>A</u>	<u>B</u>	<u>C</u>
None	1	-	-
1 to 5 years	10	8	3
6 to 10 years	-	3	5
11 years or more	-	-	1

We asked each of the interviewees how many years they had studied French during their school years, whether at the high school or university level. Since it had been many years since they were in school or college, the Hull students found it difficult to recall the length and frequency of the French classes. Generally, however, they consisted of 2 or 3 weekly periods of about 50 minutes each.

As the above table indicates, there was only one person who had not studied French during his student days. The number of years of French study varies according to the time spent at school or university. Therefore, those who went to college generally took more French courses than those who only finished high school. The result is a direct relation between the level of education (see table



(4)) and the placement into one of the three groups, A, B, and C.

On the subject of French courses prior to the V.I.F. one, we asked the students whether they had taken any other formal French courses since they had finished school or university. Their replies whether they had taken night courses or some other French course since the end of their studies are recorded in the following table.

Table (5 B)

<u>Further French Courses</u>	<u>A</u>	<u>B</u>	<u>C</u>
none	9	7	5
one or two courses	2	4	4

A third (10) of the students claimed to have taken further French courses after they had finished their formal education. It is not surprising to note that there were more students in the advanced than in the beginner's levels who had taken extra French courses.

8. Experience in a French milieu

Although we posed the question simply as "work experience (location, etc.)" (see appendix I, section B 9), we were primarily interested in any experience of the students in a French-speaking area. While discussing their work experience, interviewees often mentioned that they had visited or resided in French areas in other than working situations. In the table below, we placed in the category "yes" all those who claimed to have lived in such an area for a period of at least a month whether on vacation or at work.

Table (6)

<u>French speaking area</u> <u>inhabited</u>	<u>A</u>	<u>B</u>	<u>C</u>
yes	2	4	3
no	9	7	6

3

11

This factor of spending a certain time in a French milieu does not seem to have been very significant in relation to progress in French. Although 9 individuals lived in such an area, it did not necessarily mean that they used French as the language of communication in their business or social contacts.

9. State of French prior to the course

In C 3 of the questionnaire, we asked the students to give their own evaluation of the level of their French at the moment they began the Hull course.

Table (7)

<u>State of French prior to the course</u>	<u>A</u>			<u>B</u>			<u>C</u>		
	<u>R</u>	<u>W</u>	<u>S</u>	<u>R</u>	<u>W</u>	<u>S</u>	<u>R</u>	<u>W</u>	<u>S</u>
none	4	7	8	2	6	6	-	1	1
limited	7	4	3	4	5	5	3	7	7
considerable	-	-	-	5	-	-	6	1	1

R - read
W - write
S - speak

We feel that these figures must be interpreted with a good deal of reservation because of the limited number of categories (there was only the choice of "none", "limited", or "considerable"). Also, these categories were probably not interpreted the same way by everyone. There is no doubt that certain students had the tendency to overestimate their knowledge of French, while in a few cases, they underestimated it. For example, one individual in group C, which was the class where all the more advanced students were placed, claimed he could not speak French at all before the beginning of the Hull course. All other members of this group replied that they could speak French to a certain extent. It is quite possible that this fellow underestimated his French ability or he chose higher standards than the others for his basis of judgement. Another student of group C believed his ability in French to have been "considerable" before the Hull course. He probably either overestimated his capabilities, or did not



apply the same standards as the others to the "considerable" category.

If we compare the three groups, A, B, and C, the differences among them become readily apparent. In group A it appears that there was little prior knowledge of French, while the general level of group B students was appreciably higher. Group C was correspondingly more advanced than B. Because of the initial attempt to place the students in classes according to their ability, such a progressive pattern was expected.

10. Use of French at work prior to the course

To determine to what extent French was used for daily office purposes before the course, we asked the students (in question C 4) to estimate how much French they used at work prior to the course. As in the previous question, the reply categories were not clearly defined, consequently the interpretation of table (8) must take this reservation into account.

Table (8)

Use of French at work prior to the course	<u>A</u>			<u>B</u>			<u>C</u>		
	<u>R</u>	<u>W</u>	<u>S</u>	<u>R</u>	<u>W</u>	<u>S</u>	<u>R</u>	<u>W</u>	<u>S</u>
none	10	11	10	2	8	9	4	6	3
limited	1	-	1	8	2	2	3	3	6
considerable	-	-	-	1	1	-	2	-	-

R - read
W - write
S - speak

From the Table it appears that these public servants, in general, used little or no French in the course of their office operations. In fact, 16 of the 31 students claimed not to read French at work before the course, 25 did not write it and 22 did not speak it at all. Only three of them said they read French considerably and only one seems to have written it a great deal. It may be noted that no one felt he spoke French a considerable amount at work.



In examining the Table group by group we notice a number of significant differences. On the whole the use of French by group A students was nil. There was more use of French by group B but here again, aside from reading, its members did little business in French. In group C there were six (of 9) students who claimed to have spoken French to a limited extent at work. To a certain degree, then, the original assignment of the students into the three groups followed the amount of French each one used at work.

11. Reasons for having taken the course

We then asked the students why they took the course in the first place (C1). To aid the classification of the answers, we established five possible types of reply: (1) immediate work requirements, (2) future work or career, (3) pressure from someone, (4) bonne entente, (5) other reasons. We did not mention these categories to the interviewees, however, we simply asked them to give their own comments. It was then up to the interviewer to tick (or complete as in option (5) - "other reasons") the appropriate category, indicating the order in which the subject gave his reasons. For the analysis of this question we have grouped together certain categories and limited the answers to their first two choices. In some cases, of course, only one reason may have been given.

Table (9)

Reasons for having taken the course

	A		B		C	
	1st	2nd	1st	2nd	1st	2nd
pressure	6	-	1	-	2	-
work requirements	3	2	3	5	2	4
personal interests	2	5	6	3	4	-
no special reason	-	-	1	-	1	-

1st - first reason
2nd - second reason



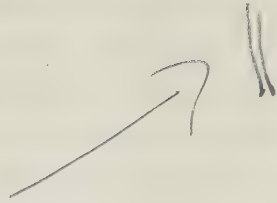
Again we must express certain reservations regarding the interpretation and classification of the answers. The question itself was vague and we were not always able to record our replies as accurately as we would have preferred.

To become a student of one of these language courses, an application was submitted to the Hull centre. However, this was not necessarily the result of a personal step on the part of the prospective student. In recognition of this fact, we placed in the category "pressure" all students whose main reason for participating in the course was the intervention of one of their supervisors; they did not apply on their own initiative. The term "pressure" was used loosely, and we did not always employ the strongest sense of the word. For example we included in this category answers such as: "my deputy minister strongly recommended it", "I was sent without being asked", etc.

The second category, "work requirements", did not present too many difficulties. We included here replies such as "relations with the Quebec public", "it could be useful at work", etc.

Finally, the category "personal interests", is a catch-all for the various reasons which the students gave, reasons which did not directly concern their work. Such questionnaire terms as "bonne entente" and "future work or career" were included in this group. As might be expected, there was a great deal of variety among the numerous answers recorded. The following are a few examples: "it is important to know French in our society", "French can be useful in travel", "I'm interested in bilingualism", "for my own education", and "future career" (3 occasions).

Let us now turn to the analysis of the students' replies as they are illustrated by Table (9). In general, these public servants took the course for at least one and possibly several reasons. For our own purposes, we thought it sufficient to design a table to show the first two reasons why they took the course. The answers which appeared most frequently as the principal reason were the following: personal interests - 12 times; pressure - 9 times; work requirements - 8 times. The most common second reasons for taking the course in the first place were: work requirements - 11 times; personal interests - 8 times.



In comparing the three groups, A, B, and C, we find quite substantial contrasts, especially group A as opposed to the other two. In this group, 6 of the 11 members seem to have enrolled in the course under pressure from someone (in three cases this pressure originated from the level of the Deputy Minister). However, as we have pointed out above, it is impossible for us to define the exact nature of this pressure. On the other hand, in groups B and C it appears that personal interests were the primary motivational factors which led to the registration in the course in the first place (6 in "B" and 4 in "C").

The second reason most often given was "work requirements". In group B, 5 of the students stipulated this factor as the second reason for taking the course, while there were 4 in group C who did likewise. "Personal interests" was the most common second reason (5 times) for group A.

In order to locate more precisely the motivation of the public servants who took the Hull course, we went further into the answers than Table (9) indicates. Relating the second reason with a given first reason revealed quite an interesting contrast. Only 2 of the 6 of group A who took the course due to "pressure" gave "work requirements" as their second reason. The other 4 either stipulated some "personal interest" as their subsidiary reason, or did not mention any second reason. This reaction led us to ask ourselves why some sort of pressure was applied to these individuals to take the course when they did not strongly feel that their work required it.

Three other students, one from group B and the other two from group C, also indicated that their main reason for taking the course was pressure from someone. However, in all 3 cases, their second stated reason was working requirements. Therefore, there appeared to be more justification in the pressure, since they needed French for their work.

PART II

ANALYSIS OF RESULTS OF COURSE

Introduction

Two of the three principal goals (see Introduction, "Goals of the Study") of this pilot study were to evaluate the results of the training program in respect to the use of French at work by the former students and their ability to communicate in the language. To inform ourselves of the students' ability in French we asked each one to estimate his own knowledge before the course (question C3), how much he had improved it due to the course (question C5), and whether he had made any progress since the end of the course (question C7).

Besides this information which the students themselves supplied, we also have available the interviewer's evaluation and impressions. The students were encouraged and often prodded to speak French during the interviews. If possible, the members of the interview team made the initial greeting in French and continued in this language according to the desire and capability of the subject. If the individual in question indicated clearly his desire to speak English, we explained the purpose of the interview in English, then asked him if he would be willing to carry on the interview in French, or if he would prefer to continue in English. If the interviewee chose to undergo the questioning in English, we attempted in most cases to induce some French conversation at a later point in the interview.

In almost all interviews (one notable exception concerned an interview conducted by two English Canadians in which the subject was extremely pressed for time), we succeeded in making the student say at least a few sentences in French. Therefore, up to a point, we were able to assess personally the ability of the public servant to express himself and understand French.

This evaluation by the interviewer was not a standardized test. The three interviewers recorded their own impressions of the level of French of each student. It happened that most of the members of group A spoke very little useful French during the course of the interview, although there were certain exceptions. Participants of groups B and C spoke more French than did those of group A. Indeed, some of group B and C interviews were carried out entirely in French (if somewhat haltingly).

Before presenting the questionnaire data we might advise the reader to consult appendix III for a description of the St. Cloud audio-visual method. The accent is on a sound oral education with a corresponding de-emphasis on reading and writing. The written test was not introduced until the 15th lesson, and the students did not begin to read before the 22nd lesson. Therefore, the students, especially group B which only finished 20 lessons, did not have a great deal of classroom practice or instruction in reading and writing.

TABLES PERTAINING TO STUDENTS ABILITY IN FRENCH

There were three questions in the interview whose answers are depicted in tabular form based on the students' estimation of their ability in French. The first one (C3), which inquires into their state of French before the course, is treated in Part I of this report. The remaining two tables (C5, C7), as well as the table we formulated from the personal evaluation of the interviewers, are analyzed below.

TABLE (10)

C5: "To what extent do you feel the course improved your French".

	<u>Read</u>	<u>Write</u>	<u>Speak</u>
None	11	12	0
Limited	11	14	13
Considerable	9	5	18

Commentary on table

Since the methods of the course were designed principally to improve the fluency of the students in French, it is not surprising that their greatest progress lies in this sphere. All 31 students believed that they had raised their ability in spoken French to a limited or considerable extent. However, the 13 students who indicated only a limited improvement underscore this optimistic picture; it is felt that such an intensive course, with its accent on oral practice, should have considerably improved everyone's spoken French. On the other hand, the majority of the participants felt they had also improved their reading and writing ability.

Comprehension

Besides the "read", "write", and "speak" categories there was a fourth one, not included in the questionnaire, which certain students mentioned spontaneously. They commented on the progress they had achieved in understanding oral French. During the course of 20 interviews by two members of the interviewing team, there were five students who made such remarks without having been first asked about it. Three of the 5 believed that their comprehension had improved considerably, while the other two (from group A) indicated a limited improvement.

One of the interviewers added the category "comprehension" to this particular question. Since he interviewed a total of eleven subjects, he received 11 replies, 9 of which were in the "considerable"

category. The two others (from groups A and B) said their improvement was "limited"

Since this data is incomplete, only restricted conclusions can be drawn. With comments on the subject from half the students (15), there does appear to be a tendency for groups B and C to have profited most from the course in the domain of comprehension. Of the 5 from group A who made some reference to it or were asked directly, 3 "limited" improvements were recorded compared to only 2 "considerable" ones.

State of French since the course

TABLE (11)

C7: "Do you feel that your ability in French since the time you completed the course has

	<u>Read</u>	<u>Write</u>	<u>Speak</u>
Increased	6	5	14
Remained the same	20	21	3
Decreased	5	5	14

All three groups of students ended their courses June 19, 1964, and they were interviewed in the period between late October and early November. Therefore, there was a lag of four to four and a half months between the completion of the courses and the interviews. Question C7 asked whether at the time of the interview the students felt that their French had increased, decreased, or remained about the same since the end of the course.

"Speak"

While two third of the "read" and "write" replies indicated that there was little change in these categories since the completion of the course, there were strong reactions in the "speak" section. Fourteen thought they had increased their fluency, while 14 expressed opposite opinions. To analyse in more detail this particular



phenomenon of the "speak" category we divide this portion of the table into the groups A, B and C.

TABLE (11a)

C7 "Speak"

	<u>A</u>	<u>B</u>	<u>C</u>
Increased	2	7	5
Remained the same	2	1	0
Decreased	7	3	4

In this table there are two opposite tendencies for groups A and B, while the replies of group C are evenly divided between "increased" and "decreased". Most of the students in group A (9) had not increased their fluency in French, while 7 of 11 in group B felt they had improved since the termination of the course.

It is reasonable to assume that improvement in fluency will result only through practice and use of the language. In later sections we will analyze the steps taken to develop French and efforts to use it at work. If we refer briefly to the results of this analysis, we observe that there are two patterns which help explain why the majority of the A students showed a decrease in their ability to speak, while B students displayed the opposite tendency. The members of group A seemed to have practiced their French infrequently at work and very little outside the office. On the other hand, the students of group B made much more effort in both these fields.

"Read" and "Write"

There is a further interesting comparison between group A and group B. While less important than the opposite trends which the "speak" table reveals, the differences between A and B students in the categories of "read" and "write" exhibit similar characteristics. Below we reproduce the figures of table (11) for categories "read" and "write" now divided into the three groups, A, B, and C.

TABLE (11b)

	<u>Read</u>			<u>Write</u>		
	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>
Increased	1	5	0	0	3	2
<u>Same</u>	<u>6</u>	<u>5</u>	<u>9</u>	<u>7</u>	<u>7</u>	<u>7</u>
Decreased	4	1	0	4	1	0

The most important characteristic in this table is the number of replies for the "same" category, especially evident in group C. This last group, being the most advanced at the outset, could have been expected to have been the least affected by a passage of time. A person who can read or write with relative ease will not lose or greatly improve this skill over a short period as easily as a comparative beginner. Therefore, unless major efforts have been undertaken, as have the two students of group C who felt they had improved their writing ability, these students would not show a considerable increase or decrease in reading or writing.

We must try to discover why the students of group A manifest a different trend than those of group B. In both groups, more than half the students believed that their writing and reading ability had remained the same. However, 4 members of group A felt that their writing skill had diminished, while there was only one in group B who was of the same opinion. There were 5 students of group B and only one of group A who increased their reading since the completion of the course. The "write" part of the table illustrates the same pattern, since 4 of A group students indicated "decreased" in their answers and no one filled the "increased" category. Only one of group B decreased his writing ability and 3 increased it.

If we refer again to a later section dealing with steps to develop French and its use in the office, we find explanations to this table. It appears that the students who increased their skill in reading and/or writing in group B have

done so through continual practice at work or in their spare time. None of the A group of students seems to have made much effort of this type. We feel that this is the principal reason why a number of the group B students progressed in reading and writing after the course, while there were almost none in group A who did so.

To explain why the 4 students of group A filled the "decreased" category for "read" and "write" is more difficult. In part it may be due to their lack of a previous foundation in the subject. Whatever they learned from the course may have been lost more rapidly when they made little effort to retain it, because their previous ability in reading and writing had been very limited.

EVALUATION BY THE INTERVIEWER

From the individual evaluations submitted by the interviewers, we were able to fabricate a table to divide the fluency of the students into three categories: poor, medium, and good. Each student was placed in one of these categories according to his own ability. It would be better to regard the table as a scale rather than three rigid classifications. We put all students who were incapable of expressing themselves in French (in some cases, those who refused to say a word in French) into the "poor" category. Those of the "medium" variety could speak French to a certain extent, but only with difficulty. "Good" students could speak fairly fluently; they still had difficulty, but could carry on a conversation in French. Below are the results of this classification of the interviewer evaluation:

TABLE (12)

	<u>A</u>	<u>B*</u>	<u>C</u>	<u>Total</u>
Poor	7	3	1	11
Medium	3	6	4	13
Good	1	1	4	6

See P 24.

This table is fundamental to this report, for it treats one of the primordial objectives of our study - to find out how well the students could express themselves in French. The Hull centre program is probably the most ambitious language training attempted by the government. The general aim of this instruction is to increase the level of bilingualism in the public service. There are six students (those who are "good") out of our group of 31 who are well on the way to acquiring a working knowledge of French. These six, 4 from group C, one each from A and B are beginning to handle French to a point where they can be useful in this language.

Group A

It is our opinion that 4 of the 11 members of group A showed enough progress to be able to confirm that the course had a positive effect on their French. We would even consider that one of these students rates a "good" classification. As for the other 7, who were all in the "poor" category, we must confess that the course seemed to have had little effect on their ability to speak French. According to each interviewer, they could not, or would not, express themselves in French. In view of the fact that these eleven students had only recently completed an intensive French course, we must report that the results shown by these seven students are discouraging.

Group B

We should always bear in mind that this group only completed 20 lessons. It is interesting to speculate on the progress of these students had they finished all 32 lessons. At the time of the interviews one of them was fairly fluent, while six others were still "medium". Three of the students were "poor".

Group C

Four students in this group showed enough prowess in spoken French to be classified as "good". However, the components of this group began the course with a considerable background in French

instruction. Nevertheless, besides one of the "medium" students and the four "good" ones, it would be difficult to predict that the other 4 will progress in French beyond their present level. Our pessimism is based on considerations such as the following: the fact that one student stutters badly, that two others are too shy and reticent, etc. Since this group was supposed to be the most advanced, it is necessary to explain the case of one student who we relegated to the "poor" category. This student refused to say a word of French during the interview or at a later chance encounter with the interviewer (a French Canadian).

Motivation

To a degree we were able to ascertain how motivated the students were. The general reactions noted by the interviewer, as well as answers to certain questions, provided information to their relative motivation to learn French. The only question which directly concerned their motivation itself was C1 which asked their reason why they had taken the course in the first place. This question was quite limited in scope. Therefore, we attempted to assess the degree of the students' motivation by evidence of their desire or lack of it to learn French. We returned to each questionnaire to pinpoint factors revealing to what extent they were motivated. This analysis was necessarily subjective, and we cannot provide an exhaustive list of indicators. However, the following example typifies our research: a student who had practiced his French continuously throughout the duration of the course would be considered to have been more highly motivated than one who had only spoken French in class. Factors such as whether he watched TV often, whether he forced his French on the interviewer, or whether he took extra evening courses in French, formed an important part of this study. We attempted to classify the motivation of each student into three general categories, based on the following definitions:

low: The student shows little desire to improve his French. He may perhaps be continuing to attend classes, but does not make much effort.

medium: There is greater evidence of motivation and certain efforts to learn French. The students with a certain amount of motivation often speak of their great desire to master French without taking sufficient personal measures.

high: These students are motivated to the point where they practice systematically or else follow regular schedules which require a considerable sacrifice of time.

TABLE (13)

Evaluation of Motivation

	<u>A</u>	<u>B</u>	<u>C</u>	<u>Total</u>
Low	4	1	3	8
Medium	3	2	1	6
High	4	8	5	17

Since we have some idea of their competence in oral French, we could now review the incidence of motivation in successful students. A great deal of caution must be exercised in the interpretation of such a relationship, since we quite arbitrarily assigned the students to the various categories of fluency and motivation. However, a rough comparison is possible. For visual facility, each student was plotted on a chart which co-ordinates oral fluency and motivation:

TABLE (14)

Motivation

	<u>A</u>			<u>B</u>			<u>C</u>		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
Poor	X X X X	X X X		X	X X		X		
Medium			X X X			X X X X X X	X X	X	X
Good			X			X			X X X X

In group A the four best students (three "medium", one "good") all had "high" motivation. The 7 students of group B in either the "medium" or "good" category all possessed the attribute of "high" motivation. The four most competent of group C (the 4 "good" students) are similarly classified.

The chart itself illustrates that high motivation does not guarantee success for groups A and B, but it has led to four of five C students to achieve relative fluency. It is proposed that a stronger background in French instruction of group C has been an influential factor in this case.

Attitudes towards a conversation in French

The interview and our attempt to induce the former student to speak French produced general reactions towards an exchange of words in French. We have attempted to classify the individual attitudes vis-à-vis a French conversation into three categories. To avoid misleading one-word designations we shall call them simply X, Y and Z.

TABLE (15)

Evaluation of Attitudes Towards a Conversation in French

<u>Attitudes</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>Total</u>
X	4	3	2	9
Y	3	2	4	9
Z	4	6	3	13

Some people were embarrassed to use their French at all and always tried to keep the conversation in English. They were often shy or reticent and are uncomfortable when obliged to speak French. Such students belong to category X. A second type of person would tend to speak (within the limitation of his competence) whichever language was appropriate. If these students, classified in the Y category, were addressed in French, they replied willingly in the same language. A third kind of attitude, which we call Z, comprises

the students who sought all opportunity to speak French in order to improve their own fluency. It is this type of individual, for example, who insisted on carrying on the interview in French even in the case of the interviewer himself being an English Canadian. It must again be emphasized that these evaluations were based solely on our interviews with the students.

As might be expected there is a close correlation between the figures of attitude and motivation. It is possible, however, that a student with a "high" motivation could have been classified in category "X". This condition occurred when the student was eager to learn French but was extremely reluctant to use it. The comparison between the attitudes of the students and their ability to speak French shows results similar to the motivation - knowledge table. The students who exploit all opportunities to use their French are more fluent than those who are less willing to speak French.

Motivation and attitude: general conclusion

After careful study of each questionnaire for motivation and attitude we have concluded that 17 of 31 students are highly motivated and only 13 of them try to practice their French whenever possible. Since there is a correlation between these two characteristics and the individual ability of the student, it would appear that they are desirable attributes. The Hull centre did not succeed in completely ferreting out the students with low motivation and who had a negative attitude towards speaking French.

USE OF FRENCH AT WORK

A primary objective of the government's development of French courses is to encourage English Canadians to use the language more frequently at work. One of the main purposes of this project was "to determine the extent to which the French which has been learned is of use". To this end we asked each course participant

to estimate how much he used his French before the course and at the present time. Two tables categorized the answers employing the same three levels of French as in previous questions ("none", "limited" and "considerable"). As is the case with the other tables the limited choice of answers handicapped our attempts to achieve a high level of accuracy. However, we solicited more detailed information concerning their use of French at work by asking a series of supplementary questions. We shall first deal with the two tables and afterwards return to these probing questions.

Use of French before and after

TABLE (16)

C4 "Use of French
prior to the course"

Read Write Speak

None	16	25	22
Limited	12	5	9
Considerable	3	1	0

TABLE (17)

C6 "Use of French
at work now"

Read Write Speak

None	7	17	6
Limited	20	13	19
Considerable	4	1	6

Table (16) concerning the use of French at work before the course should be familiar. It has already been treated as table (7) in section I. We repeat it in a more condensed form here, since the combined totals for all groups are given rather than retaining the separate figures for A, B and C. Reproducing these two tables side by side affords us an opportunity to make some obvious comparisons.

Comparison of tables (16) and (17)

The most striking fact illustrated by this comparison of the two tables is the progress in using French at work in the domain of speaking. There were 22 who spoke no French at work prior to the course and at the time of the interviews there were only six. As well, 6 claimed to use French considerably in contact with French

Canadians, while there was no one who did so previously. There seems to have been less increase in French reading; nevertheless, table (17) shows that 20 former students were reading French to a limited extent, while before the course there were only twelve. It must be noted, however, that one half (15) had occasion to do some French reading at the office prior to the course. In the third category, "write" the increase in students who read to a limited extent was from 5 to 13.

From one point of view these results are positive, since there is a general increase in the use of French at work. However, an increase in all fields is far from universal and the great majority of replies lie in the "limited" category. If we consider the three categories of reading, writing, and speaking for all 31 students, we have a total of 93 replies. Of this possible number we recorded only 11 "considerable" answers. This last fact would seem to indicate that the results are far from outstanding. Indeed, as is shown more clearly in the next few pages, they would appear to be mediocre.

Further comments on table (17) - use of French now

A close examination of the table in question C6 reveals that the former student apparently read French at work as much as he spoke it. In the category "read - limited" there are 20 replies, while "speak - limited" registers 19. Four students read and six spoke French considerably. It would be dangerous to conclude too much from this comparison due to the previously mentioned limitation in category structure. In any case, like peaches and pears, these two domains of a language cannot easily be compared.

The tables of the individual groups of question C6 were not included in this paper because such detail was not thought to be of sufficient importance. However, there is one interesting relationship among the groups themselves. In general, the use of French at work

after the course by group A appeared to be quite inferior to its use by groups B and C. Looking ahead in this report (the next subsection), we may state that lack of opportunity to use French at work does not suffice as an explanation for this comparatively little use of French by group A. It is felt, rather, that this group was not brought up to the necessary level where the student's knowledge would lead to his use of the language at work. Public servants left at the level of the graduates of class A only in exceptional cases appear to be able to put into practice what they had learned.

Veracity of students' replies

Regarding the self-categorization of answers to the question C6 (use of French at work now), in certain cases one suspects the judgment of the individual. Since the majority of the answers were in the "limited" class it should be pointed out that this category can be interpreted very loosely. For example, a civil servant might classify himself as "limited" in reading when he actually reads an average of one French letter every two months. He could not say "none" because this reply would be technically false. However, for all intents and purposes, his reading of French at work would be nil. It is unfortunate that we did not directly follow-up this table with probing questions as to the actual extent of their use in French.

To verify a hypothesis that there might be a tendency to overestimate the use of French at work, we analyzed the data from the specific questions following the preliminary question of C6 which required answers in tabular form. Our comparative analysis was rather subjective, since these supplementary questions possessed their own functions and were not included simply to determine the accuracy of the table. After checking carefully for conflicting results we determined that there was a general tendency on the part of the students to overestimate their use of French at work.

Therefore, the results of table (17) may be discounted to a certain extent. We may conclude that there was probably less use of French by these 31 former students than table (17) indicates.

Probing C6 questions following table (17)

"Are there French speaking people in your office?"

"If yes, how many and in what proportion to total staff?"

The above questions, asking the students to estimate the number of French Canadians in their office and the total staff number, produced general confusion. Some replied in very low figures (3 or 4) while one gave the total number of the staff as 2000. The mere physical presence of French Canadians in a civil servant's immediate environment means little. If we were to ask the same questions to an officer on the B and B Commission research division, for example, he might give the totals for the whole research staff in spite of the fact that he has regular dealings with only a handful of personnel.

The questions pertaining to the extent and type of contact with French Canadians brought much more fruitful replies. The following questions were asked:

"How much contact do you have with them (the French speaking)?"

"What type of contact?"

"Do you have contact with French-speaking public?"

"How much?"

"In person or by correspondence?"

In spite of the flaws of this set of questions, the information garnered from them is more realistic than table (17). With the

aid of this data we were able to evaluate the opportunity of the former students to speak French at the office and how often they were actually doing so. We separate the French spoken at the office into two classifications: working language and social conversation. A distinction, therefore, is made between French used by civil servants to carry out their business and the informal talk at the social level. We felt that while an English Canadian may shy away from discussing business in French, he might speak it at coffee breaks or at some other informal level. }

Working language

As a working language, French is used very little. In fact, 21 subjects almost always used English as their sole language of communication. Eight students were considered to have been talking business in French occasionally and only 2 used it a great deal. In group differences our results indicate that the members of A hardly ever spoke French at work (one of them did so from time to time) while the frequency of B and C is considerably higher and quite similar to each other.

Informal conversation

Strictly on the social level, there is a greater degree of French conversation. Ten former students never uttered a word in French, but 12 spoke sometimes and 9 practiced their French in this manner fairly frequently. Group B was definitely ahead of the other two groups in this category, a fact which contributes to the overall assessment that this group exhibited greater enthusiasm. In all groups, however, there were several cases where the student had not exploited the opportunities with his working confrères. It is important to remember, too, that conversation most often never exceeded an elementary level. One student mentioned his sole outlet for speaking French at the office was with the elevator operator. Another spoke French "only to show off". }

There is an important consideration to bear in mind in order to fully understand this social intercourse. While it appears that a wide variety of efforts and designs were used to increase fluency in French by way of informal practice, the necessary interlocutor of any conversation, the French Canadian, is on the whole unsympathetic to the situation. In almost all cases he enjoys a better command of English than the English Canadian. Therefore, he will usually try to keep the conversation in English, if for no other reason than efficiency. It is a habitual reaction for the French Canadian to speak only English at the office. Thus, an even greater effort is required of the English Canadian to force the conversation to be carried on in French. It has also been suggested that French Canadians regard their own bilingualism as a competitive advantage which they might not want to lose to English Canadians. Therefore, it is supposed they would exhibit a rather negative reaction to the English Canadian's attempts. In this way some French Canadians conceivably play a role in maintaining the low level of frequency of French conversation.

Opportunity to speak French at work

To speak French at work necessitates a situation where such conversation is possible. Therefore, it is indeed quite relevant to examine the opportunity for the students to use their freshly learned knowledge at work. A full third (10) of the students had little or no occasion to speak French, 6 had some chances, while 15 had a considerable opportunity to use French at work. The first figure underlines the deficiencies of the selection process. Considering that the object of the course was to increase the use of French in the public service, it seems quite unwise to instruct civil servants who have utterly no opportunity to use their knowledge.

Some individual situations were quite ironic. One chap who used to do some field work in the Province of Quebec was permanently located in Ottawa just prior to his participation in the course. He was one of the better students, but had no one in his office with whom he could practice his French. Another example concerns an RCAF officer who was supposed to be transferred to Val d'Or, Quebec. The order was rescinded and he remained in Ottawa with little occasion to speak French. One can only exhort caution in the recruiting of prospective students.

CURRENT METHODS FOR MAINTAINING OR IMPROVING FRENCH

Question C8 inquired whether the student was continuing to take definite steps to increase his ability in French. Two subdivisions of the question were specified, partly in order to prompt the subject to remember more of the methods he was following. The wording of the question is as follows:

C8 "Are you taking any steps to maintain or develop
your French?"

"Formal arrangements"

"Informal"

The answers must be judged under the consideration that they were based totally on the recall of the student. Our replies indicate that only 14 were returning to the Hull centre, while we have learned that 21 were alleged to be continuing courses at the present time. (Some of this particular discrepancy can be accounted for, since at the time of the interview some were unaware that they would be attending classes again). Another illustration of the incompleteness of our material concerns the reported class reunions of group C every Tuesday lunch. While there is evidence that those sessions did not approach regularity, only two members of this group made any reference to it, one of whom gave his excuse for not going. It is obvious that these mysterious meetings must have at some time consisted of more than one individual.

Formal arrangements

In this classification of methods to improve one's French, we recorded all evidence that the students were continuing French courses. Fourteen students, distributed evenly among the three groups, said that they were enrolled in the V.I.F. courses (although we know the total is higher). Besides these students, 7 others were taking French courses offered by sources other than the C.S.C. sponsored ones. Therefore, at least two-thirds of the former Hull students (21) were continuing their French instruction in a formal manner.

Informal arrangements

The most common informal method for self-improvement in French was through the media of radio, TV and the cinema. Eleven students were believed to be using these artifacts in a fairly regular fashion. Another 13 of them utilized these devices in a less frequent manner.

Ten former students apparently read various newspapers and magazines (in two cases, even books). The degree of depth and regularity of reading is difficult to define, but likely was quite varied.

Three students practiced with the aid of tape recorders and 7 said they had bought instructional records recommended by the Hull course professors. None of the interviewees who mentioned the records indicated he made more than a minimal use of them.

Various personal contacts and other diverse means were cited as informal arrangements. Of this type there were 14 individual comments outlining a wide variety of measures. For example, one fellow practiced French while driving to work by repeating verbs to himself; another hunted partridge with French Canadians.

Conclusion of steps taken by students

From the answers to this question (C8) it appears that 17 of the students were following considerable arrangements outside the office to improve their French. To clarify what we mean by considerable arrangements, an example of such a student is the following: he had enrolled in the second series of courses, he watched "Aujourd'hui" every day on television, and he made efforts to speak French to friends at the office. Of these 17 there were 4 in group A, 8 in group B and 5 in group C - again a demonstration of the comparatively greater efforts of group B.

Our answers lead us to believe that of the remaining 14 students, 5 students were relying entirely on French courses, 3 were taking very restricted measures, and 6 were doing nothing at all.

One cannot help feeling that there was a certain haphazardness in the arrangements specifically cited. Perhaps a little more direction in this field would have more strongly encouraged the students to continue French when the formal instruction had finished. Aids such as furnishing lists of worthy television programs, films, etc., would require little further organization and might instill the necessary catalyst for the student to plod steadily down the road of bilingualism.

PART III

REACTIONS - OPINIONS - ATTITUDES

Introduction

The third section of this report analyzes the group characteristics of the 31 former Hull centre students. Their attitudes, opinions, and reactions are dealt with in three broad categories:

- (1) reactions to the course by the students, their family and friends, and their fellow employees.
- (2) opinions of the students of the course.
- (3) attitudes of the students towards bilingualism.

Four specific questions, nos. C2, C9, C10, C11, provide the basic material for this analysis.. Each question is treated independently; rarely do we establish correlations between the variables of these questions and others in the questionnaire.

REACTIONS

- (1) Reactions of the students to the course:

TABLE (18)

C2 "What reaction (initial and subsequent) did you observe among your course associates to the course?"

	<u>A</u>	<u>B</u>	<u>C</u>	<u>Total</u>
Favorable				
Throughout the course	6	9	5	20
At the end of the course	3	1	4	8
Unfavorable				
Throughout the course	2	-		2
At the end of the course	-	1		1

The great majority of these students, 28 out of 31, felt that their group showed interest and enthusiasm at the end of the course. Twenty believed that this condition existed throughout the course, while 8 individuals considered that their group had moments of skepticism, discouragement, and indifference. These 8 students agreed with the other twenty, however, on the general interest towards the end of the course.

The reactions or attitudes of the students are most important when the course is reaching its conclusion. However, it is still significant that a third (the 8 who we have already mentioned and the 3 in the "unfavorable" category) of the students felt that an unfavorable atmosphere prevailed among the groups for at least part of the time.

One fellow said that there was a great deal less interest at the end than at the beginning; he belonged to group B. We suspect that this individual misunderstood the question.

The two students of group A who considered the atmosphere unfavorable during the whole course, elaborated on their answers in the following manner: (1) the members of the group had a feeling of being guinea pigs, and there were only 2 or 3 real volunteers; (2) some students never wanted to take the course, and only had done so under pressure.

Group differences

From table (18) it is evident that group B students showed the most uniformly favorable attitude throughout the course. As a group they were more enthusiastic than groups A and C. The comments of the students did not establish definite reasons which could explain this difference in group attitude. From the various remarks, however, we were able to reach the following conclusions:

- (1) The reactions of group B students were more favorable due to their greater motivation, seriousness, and class participation. One of the students informed us that a visiting language teaching specialist had commented that he had never seen a group as motivated.
- (2) Poor selection of students, skepticism as to the results and pressure because of the expected results all contributed to the mixed reactions of groups A and C.

To illustrate these general reactions outlined by the last two conclusions, we list below several direct quotes taken from groups A and C:

"Everyone had hoped to become bilingual" (Group C)

"No hope of becoming bilingual" (Group C)

"We had our ups and our downs" (Group A)

"Frustrated due to the organization of the
course material" (Group A)

"Guinea pig feeling" (Group A)

"Poor selection" (Group A)

"Students poorly briefed" (Group A)

Initial preparation

The remarks of the students who felt that all was not completely satisfactory with the morale of the groups lead us to wonder if there was sufficient explanation of the objectives and methods of the V.I.F. courses. It is regrettable that we did not specifically enquire into the subject, but according to a few spontaneous comments, there was little outlining of the goals and expected achievements of the course. This situation was not only apparent in groups A and C, for we also accrued similar evidence from group B. One member of this class said that his group had had ample opportunity to discuss frankly each other's views on the course. It was his distinct impression that there was a widely held misunderstanding as to what one

could expect to learn as a result of participation in the course. This fault has now been somewhat corrected, however, since there is now available a descriptive outline of the course procedure (see appendix II).

(2) Reactions among work associates

The table below shows the reactions, as seen by the students, of their fellow employees to their participation in the course. This question was phrased exactly as it is quoted above (Table(18)) except that "work associates" replaced "course associates".

TABLE (19)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>Total</u>
Favorable reactions				
Throughout the course	5	5	4	13
At the end of the course*	<u>3</u>	<u>3</u>	<u>1</u>	<u>7</u>
Total	8	7	5	20
Mixed Reactions (Throughout the course)				
Good and bad		1		1
Difficulties		1		1
Frivolity	2		1	3
Indifference	<u>1</u>	<u>2</u>	<u>3</u>	<u>6</u>
Total	3	4	4	11

To facilitate the understanding of table (19) and also to describe the behaviour of the work associates, we cite below several comments. They were drawn from the remarks of work associates in connection with the course as reported by the students themselves.

*Certain unfavorable or mixed reactions during course but favorable at the end.

TABLE (20)

<u>Comments by work associates</u>				
	<u>A</u>	<u>B</u>	<u>C</u>	<u>Total</u>
Desire to take course	4	3	2	9
Anxious to see the results	4			4
Pleasantly surprised by the results	1		1	2
It was a good idea		1	1	2
Complications at work	1	2		3
All work in French directed to them now		1		1
Good reactions in Montreal		2		2

The analysis of tables (19) and (20) leads us to pronounce a fairly severe judgment on the public servants vis-à-vis the course. To be more precise, table (19) shows that only 13 of the 31 students (42%) regarded the reactions of their fellow employees towards the course to have been favorable from beginning to end. However, another 7 (to make a total of 20 or 64%) noticed more favorable reactions at the end of the course. It is more encouraging to note that 9 students reported there was a desire on the part of their work associates to take the course themselves.

Table (19) illustrates another interesting phenomenon: the diversity of the mixed reactions observed by the 11 students in this category. Only 3 of them elaborated on their terse comments; they said, in effect, that the Hull course had brought complications to their work.

We have evidence to suggest that public servants in general were unclear as to what results were expected from the course (table (20)). In four cases the co-workers of the students were anxious to see the results, and in two other cases the office associates were quite pleasantly surprised at the success of the students.

Although the comment was not often repeated, table (20) illustrates that on two occasions the course produced favorable reactions on the part of French-speaking civil servants in Quebec. It is possible that a successful French course may have consequences on the division or even on the whole department. Although we did not investigate French Canadian reactions to a successful student, it would be interesting to speculate what effects English Canadian participation in French courses have upon them.

Group differences

When considering the differences in reactions among the groups, it is most important to remember that group A students were totally absent from work during the course. They were the least bilingual before the course; consequently, the few students of this group who improved their French considerably, elicited spontaneous and favorable reactions from their confrères on their return to the office.

On the other hand, groups B and C spent half the day at the office and the other half in Hull. Such a situation invited friction and complications which did not enhance the prospect of favorable reactions.

The students in groups B and C came into daily contact with their associates. Their progress in French (if any) was gradual, of course; therefore, the results were less perceptible to the other employees than if they had been absent for a long period of time. This psychological factor, which did not exist in group A, probably accounts for a certain amount of unfavorable reaction.

(3) Reaction among family and social groups

With the help of this question, we had hoped to form an impression of the reactions of the students' family and friends to the course.

TABLE (21)

Reactions among family and social groups

	<u>A</u>	<u>B</u>	<u>C</u>	<u>Total</u>
Favorable Reactions				
Interest and enthusiasm	7	6	5	18
Mixed Reactions				
Jealousy			3	3
Skepticism			1	1
Frivolity	1	1		2
Astonishment		1		1/
Good and bad		2		2
Indifference	<u>3</u>	<u>1</u>	<u>—</u>	<u>4</u>
	11	11	9	31

The answers were generally less spontaneous than those of the other questions of C2. It was due in part to the double aspect of the wording ("family and social groups"), and probably also influenced by the fact that it was the third time they had to define reactions of a group.

Unlike tables (18) and (19), table (21) indicates only the subsequent reactions (i.e. at the end of the course). It was not necessary to subdivide the table as in the other two cases, because only 4 of 31 students reported changes in family and social reactions. These 4, however, stated that these reactions changed from "favorable to skepticism and jealousy". To explain this phenomenon, two reasons were given: it appears that in two cases friends began to feel that it was a waste of public funds, and in the other two cases, growing feelings of skepticism were reported.

The 15 specific comments, summarized below, indicate that the student usually referred to the reaction of his immediate family rather than his social circle:

- Favorable reactions by wife	4
- Unfavorable reactions by wife	2
- Interest by children	4
- Results doubted	2
- Now speak French at home	1
- Waste of public money	<u>2</u>
	15

Most of these remarks were obtained from groups B and C, while the A students very often did not specify their answers. However, it was group A which reported the most favorable reactions.

STUDENTS' OPINIONS OF THE COURSE

This section, like the previous one, deals with opinions and reactions towards the teaching of French at the Hull center. However, we are now concerned with the ideas of the students themselves, the initial participants who actually took the course.

Two series of questions (C9, C10) were designed to register the students' views on the subject. The aim of C9 was to learn their attitude towards language training, while C10 dealt with the course itself - its methods, organization, etc. The following is a complete reproduction of the text of the questionnaire.

C9. "If you had the choice to make again, would
you take this course? Yes No Why?"

"Was it a waste of time?"

"Would you recommend it for others?"

"Would you have taken the course if given
in other than working hours?"

"How would you feel if fees were charged
to students?"

C10. "Are there any changes you would recommend
in the type of training given?"

Probe:

Mentioned only	{	"What did you like and not like
to aid students'		about the course?"
recall, if		"Method, organization, equipment,
necessary.	{	course times, location, teacher."

C9. Opinions of students towards the course

In general, most of the students demonstrated a favorable attitude vis-à-vis French language training. Twenty-five of the 31 students were of the opinion that the course was not a waste of time for them. In fact, if they had the choice to make again, 28 of them would still have taken the course. The majority of the original 31 students were also willing to recommend the course to other public servants. Let us analyze each of the questions of C9.

"If you had the choice to make again, would you take this course?"

Only two students, both from group A, replied negatively. The first specified that he would not be willing because of the methods used; and the second declared he had not achieved expected results. One fellow, the oldest member from group A, did not want to give any answer at all to the question.

The 28 others, on the other hand, all spontaneously answered in the affirmative. Several clarified their reply by expounding on their desire to learn French and on the advantages of being bilingual.

"Was it (the course) a waste of time?"

TABLE (22)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>Total</u>
No	6	10	9	25
Perhaps	2	-	-	2
Yes	1	1	-	2
No reply	2	-	-	2

The most surprising result of this question was the "no reply" response. Two people of A group did not want to answer, yet the same two, in the previous question, believed that they would have taken the course if they had had the choice to make again.

There were 2 group A students who did not specify their answer ("perhaps" category). One had already indicated he would not have taken the course if the choice were his; the other was indecisive due to his age, which he considered an important factor.

The student in group A who felt that the course was a waste of time said he could have taken a university course more useful to him during the time he sacrificed for the French course. The other "yes" reply was given by one of the B students. In his opinion the course was a waste of time, because his regular work suffered while the French he learned was useless to him.

As table (22) shows, there were 25 of the 31 who believed that the course had not been a waste of time. Only three of them gave more than their "no" answer; nothing extraordinary was included in these elaborations.

"Would you recommend it (the course) for others?"

Once again the vast majority of the students in the course (29) replied affirmatively to the question. However, in this instance many replies were couched in conditional terms, thus indicating that the students were not 100% satisfied with the course. In 15 cases the "yes" answers were followed by certain reservations or other remarks. These are summarized in the list below:

"On condition that the students are motivated"	7
"If the students are going to use their French"	4
"If the courses were given outside of working hours"	1
"Only when the advantages and disadvantages of the course are made well known"	1
"In a year, after the course bugs have been ironed out"	1
"If the department gains by it"	<u>1</u>
	15

The A students supplied most of these added remarks suggesting certain inadequacies in the course. Eight of the 15 comments above were offered by this group, while the other 7 were divided equally among groups B and C.

"Would you have taken the course if given in other than working hours?"

TABLE (23)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>Total</u>
Yes	5	11	7	23
No	6	-	1	7
Uncertain	-	-	1	1

At least 8 of the 23 affirmative replies added the condition that the course should not be as intensive. We did not specify the length and number of sessions per week in such a hypothetical course given outside working hours. However, it is hardly likely that more than a very few would take a French course involving four to six hours of their spare time every day. We believe that most of them interpreted the question as meaning a similar course adapted to a less rigorous tempo.

Several students qualified their answers in other respects. Some questioned their own motivation; others wished to be completely informed about the quality of the course, while still others pointed out that they had already completed one course.

While 18 out of 20 students from groups B and C indicated they would have taken the course if given in other than working hours, only 5 out of 11 group A students said they would have done so. The 6 less enthusiastic participants of group A mentioned family problems, work at night, and other various personal reasons as excuses.

"How would you feel if fees were charged to students?"

TABLE (24)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>Total</u>
Willing	3	10	8	21
Unwilling	6	1	1	8
No reply	2	-	-	2

To form a better impression of the character of these answers we list below several of the more common replies:

"If the fee is not too high"	6
"Students must be motivated"	3
"90% would not take the course"	1
"The government should reimburse fees"	1
"The principle is O.K., but it would be a financial sacrifice for young graduates"	1

The reactions of group A students, as in other questions of C9, were quite different from those of the other two groups. The following examples illustrate this divergence.

"French must be useful to my work"

"It would be a bad thing"

"The course should not be an economic sacrifice"

"If it was necessary to earn a living"

The five questions of C9 were included in the questionnaire to grasp more clearly the nuances of the individual or group reactions. With some consistency, group A reacted differently from the other 2 groups. The general attitude of this group, or at least of several persistent individuals in it, seems to have been unfavorable to the French course.

C10. Opinions of the students of the course itself

C10 "Are there any changes you would recommend
in the type of training given?"

The comments, opinions, and observations resulting from this question about the course itself were many and varied. The interviewer asked the question in this general fashion, and then resorted to the optional probe to suggest other areas the interviewee had not explored. The probe in the questionnaire contained the following hints: What did you like and not like about the course?; the method, organization, equipment, course times, location, and teacher. None of these aspects were treated by all students, and some of them were only rarely mentioned.

Teacher - There was a remarkable display of enthusiasm for the teachers. Seventeen of the 19 comments received praised the course instructors. The two others who held reservations about the instruction gave reasons which applied more to the method than to the staff. The French accent of one teacher seems to have posed a problem of minor importance to some of the students.

Laboratory equipment - Fifteen of 15 students who offered their views on this subject were agreed that the equipment was inefficient, defective, and "plain lousy".

Hull location - Among the 14 students who spoke of it, groups A and C were the real critics of the location of the language school. Complaints of the lack of parking facilities, street noise, transportation, and distance were among the most frequent. A few students suggested that the school be decentralized (e.g. to Tunney's Pasture) in order to accommodate the students who lived or worked a fair distance from Hull.

The most common suggestion (appearing 8 times) involved the principle of organizing a language school in a completely French atmosphere. Many students believed that a French course would achieve far better results if it would isolate participants from the Hull - Ottawa area and immerse them in a French Canadian milieu. The Collège Militaire St. Jean was referred to as a practical example of this immersion theory.

Course times

TABLE (25)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>Total</u>
All day	2	2	2	6
Morning only	1	1	2	4
Afternoon only	-	1	1	2
One hour per day	<u>-</u>	<u>-</u>	<u>1</u>	<u>1</u>
	3	4	6	13


Table (25) shows the preferences of those who commented on course times. From these figures it appears that there was a certain desire to absent oneself from the office during the French course. Although we did not introduce the option of the one hour a day French course, it is nevertheless significant that only one person out of 13 advanced this proposal.

Method - The remarks pertaining to the method of the language teaching in Hull ran the gamut of possible observations. A resumé of the most common ones appears in the following table.

TABLE (26)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>Total</u>
More general conversation	3	4	1	8
More Canadian and office vocabulary	4	2	7	13
More homework	<u>2</u>	<u>1</u>	<u>-</u>	<u>3</u>
	9	7	8	24

The above comments were of the constructive variety. However, there were 7 other reflections inspired by a total of 10 students. These are listed as the following:

- "Too much emphasis on accent"
 - "Too much emphasis on pronunciation"
 - "Too much emphasis on vocabulary"
 - "Too much emphasis on perfection"
 - "Less repetition"
 - "More reading"
- 

These criticisms lead us to suspect their lack of understanding of the objectives and aims of the course. We have already dealt with this subject (See "Initial preparation") but we repeat our doubts in view of this contributory evidence.

General comments

Several other general opinions were expressed by the students, especially in groups A and B. One chap promoted the idea of organizing similar courses for the wives of the participants. Another wondered why they did not speak only French at the Hull centre.

One fairly serious complaint concerned the selection of the students themselves. Some students deplored the lack of motivation of certain classmates and others suggested that their group was too heterogeneous. One fellow in group A was of the opinion that 2 individuals "sabotaged" the class by their insistent attention to small details.

The Hull centre was confronted with another selection problem after the students had been chosen. Once the prospective students had been judged to be suitable candidates, they had to be placed into one of the three levels of instruction (A,B, and C). In spite of the battery of entrance tests each candidate underwent prior to the course, there were certain unsolicited complaints of frustration

due to having been placed in a course whose pace was too slow. Some were exasperated at the lack of progress of fellow students, others felt bored a considerable portion of the time. It is difficult to assess the extent of this problem from the few spontaneous opinions we received. Nowhere in the questionnaire did we seek to explore this reaction. However, we do have evidence that at least 4 members of group B, the most vocal in this complaint, felt they personally could have learned much faster. While we do not have enough grounds for an accurate conclusion, we have the impression that in certain cases the division of students into classes was in error.

ATTITUDES TOWARDS BILINGUALISM

The last question, C11 of the interview, entreated the students to give their own opinion about bilingualism in the public service. They were asked to comment on the following points:

- (1) Level of bilingualism to be attained in the public service.
- (2) Steps to be taken to reach this level.
- (3) Public servants who should receive language training.

Level of bilingualism

C11: "In general, do you think there should be more , less , about the same level of bilingualism in the Federal service in the future? Why?"

TABLE (27)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>Total</u>
More bilingualism	8	11	7	26
Less bilingualism	1	-	-	1
Evasive reply	2	-	2	4

The majority of the students (26 of 31) were favorable to the idea of a higher level of bilingualism in the public service. Numerous reasons accounted for such an attitude. Often the students defined their views by expressing reservations or explaining their position more clearly. Therefore, certain phrases, such as the following, were repeated several times: "I agree, but...." - "It depends...." - "I have to say yes....."

However, we would estimate that a little more than half of those who believed that the level of bilingualism should be raised pronounced themselves unequivocally in favor of the idea. They generally rallied around such stock reasons as the following: "official status of two languages in Canada" - "to safeguard national unity" - "way to show our confidence in our country" - "serve Canada better".

There were few cases where the interviewee specified the degree of bilingualism he thought should exist in the public service. Some thoughts were expressed, however, and there were words to the effect that there should be more bilingualism in Ottawa than Vancouver, that bilingualism should extend to where it is required, that it should serve the French-speaking public, and that French Canadians should be able to use their language at work.

Only one fellow was decidedly in favor of less bilingualism in the federal service. According to him there was no bilingual country which was "great", and if Canada was to become "great" she would have to become unilingual. Another student, from the Air Force, believed that the RCAF should be unilingual.

A final, rather appropriate opinion was expressed by a student who possibly did not realize the gravity of his understatement: "Government policy on the subject of bilingualism is not explicit enough; the government should act as soon as possible in this domain".

Steps to raise the level of bilingualism

"If more (bilingualism), what steps do you think should be taken to increase this level (in the public service)?"

This question brought forth a wide variety of suggestions. It is difficult to evaluate the relative importance attached to these measures, since most of them were mentioned only a few times.

- (A) language courses
- (B) recruitment of bilingual personnel
- (C) bonus for bilingual public servants.

(A) language courses: The increase in language courses similar to the Hull centre was the step most often recommended (6 times). It was interesting to observe among these answers the constant reference to the necessity of the Hull school to carry out considerable reforms in the courses.

Other students believed the burden of language instruction lay with the university. There was also the suggestion that the school system should be subject to a thorough review with regard to French teaching.

Public servants should be encouraged to enroll in language courses, but at the same time the interviewees reiterated their warning that the choice of the students should be properly controlled. In other words, the students cautioned the organizers to promote their courses but to ensure that the prospective students were highly motivated and likely to use their French at work after the course.

(B) Recruitment: Three students suggested that the federal public service should recruit more Quebecois. These three also strongly urged, without going into further detail, that steps should be taken to retain the services of this bilingual personnel.



Two subjects countered with the argument that the civil service should not lose qualified candidates simply because they were not bilingual. These two individuals were firmly convinced that bilingualism should not be permitted to supersede "competence" as a criterion for a given position.

(C) Bonus: There were three people (all among our group B interviewees) who mentioned the idea of a bonus being accorded to bilingual employees of the government. Two of them were in favor of this pay supplement as a measure to increase the level of bilingualism; the third one opposed the idea.

Language instruction for whom?

This final part of the questionnaire includes three questions relating to the possible beneficiaries of language training. It was an optional section, more in the nature of a probe, and the interviewers regarded it as supplementary to the first two questions of C11.

"Who in the Public Service should receive language training?"

In answer to this specific question we received a large and varied number of replies contributed by all three groups. These are listed below:

- those who have dealings with the public and who are going to use their French 8
- professional personnel 2
- most of the Ottawa public servants 2
- clerks and secretaries 1
- those who are motivated 1
- all public servants 1
- all university graduates just entering the public service, even if there is a high drop-out rate 1

"Should all new recruits receive this training?"

"If so, when - before commencing work?"

Fifteen students replied directly to the final queries, and the majority were inclined to believe that all young graduates should take the course. Some of them specified that these newcomers should take the course in their own department, rather than at the Hull center. It was felt that such a policy would satiate the natural desire of an eager graduate to immerse himself as soon as possible in the context of his work. However, one student had second thoughts about sending new employees immediately to a language school. He argued that many quit the public service after a short period, and therefore, the new recruits should first finish their trial period before attending a language course.

General comments

The last part of the questionnaire, which dealt with bilingualism, afforded the students an opportunity to expound further or return to specific points which they had already raised earlier in the interview. The following remarks indicate the gist of their thoughts:

- ✓ - English is the business language.
- ✓ - English universities will never be able to produce bilingual candidates.
- There should not be an over-emphasis on the recruitment of bilingual personnel, for a good many qualified candidates will be lost; competence should remain the principal criterion.
- It is necessary to change the views of English Canadians towards bilingualism.

We do not believe that these remarks form a conclusion in themselves, or even a resumé of the students' thoughts. However, they represent the points which, in our opinion, were what the first Hull centre students thought to be essential considerations in a research project such as ours.

CONCLUSIONS - RECOMMENDATIONS

Conclusions

Throughout the report we have drawn various conclusions to this first experience at the Hull language center. At this point we confine ourselves to formulate an overall assessment of the results of the study, and to offer suggestions as to future projects in the investigation of government sponsored language training programs.

It is not easy to assess the initial results of the Hull school, for the aims of these courses themselves have never really been clearly defined.

The first goal of our study was to determine whether the public servants who had taken the French courses could express themselves in this language. We must say that all students achieved some progress in learning French, especially in comprehension and ability to speak. However, it was evident that for the most part, the knowledge of French was still extremely limited. In fact it is the interviewers' opinion that only 6 out of 31 people interviewed were on the verge of becoming fairly proficient in spoken French. It was no surprise on our part to learn from their replies to other questions that these six individuals were highly motivated and really possessed a desire to become bilingual. Among the others, there were many who lacked the necessary motivation. Several students were anxious to improve their French, but did not take sufficient measures to do so. Also, at the end of the course, some of them abandoned the struggle; they made no effort to expand beyond the knowledge they had already acquired. On these cases, the French course certainly did not contribute directly to the increase of bilingualism in the federal public service.

We are prepared to attribute certain students with a substantial increase in the use of their French at work, but most of the former students did not appear to be carrying on business in French a great deal more than before the course. The individuals

who did indicate progress in spoken French at the office were the students who had the opportunity to do so, and who were the most highly motivated as well as being aggressive enough to persevere in their desire to speak French to French Canadian employees.

Concerning the reactions towards the course and bilingualism in the federal public service, we received the impression that most of the students were satisfied with the course, and that, in general, they held fairly sympathetic views towards bilingualism in the federal administration.

As a whole it is difficult to evaluate the first efforts of the language training center: the evaluation indeed depends on the principal goals of the course. If they consisted of extending bilingualism in the public service, we could not justifiably consider that this course was by and large a success. On the other hand, if the primary objective of the Hull officials was to make these public servants more aware of the "French fact" in the public service, it is possible that the experience was fruitful. However, we do not have the necessary information to draw a definite conclusion to this effect.

Recommendations

Since the Commission intends to continue its research in this field, we believe that the method of procedure will have to be substantially modified:

- (1) The goals of the projects should be clearly defined.
 - (2) The questionnaire should be over-hauled - several questions could be eliminated; others should be altered or made more specific. Also it would be advantageous to ask additional questions.
- The category "comprehension" should be included with the other aspects of French knowledge (speak, read, and write).

- There should be a greater range of choice when estimating French knowledge, i.e. "none", "limited", and "considerable" should be expanded.
 - A series of questions designed to discover the students' motivation would be useful. At the same time one could ascertain the influence of his superiors in the decision to take the course.
 - A direct question on the influence of the course on his attitude towards bilingualism could reveal interesting results.
 - The office atmosphere regarding bilingualism could be explored; French Canadian reactions to the course might also be investigated.
 - We could also inquire into the extent the initial expectations and hopes of the student had been satisfied.
- (3) Finally, a precise plan of analysis should be established and followed.

We wish to emphasize again that the Hull course was a first experience, and that the teaching of French in the public service cannot be judged solely on the basis of these results. To a considerable extent they are only a reflection of the lack of organization and of the faulty recruiting procedure. A further study would permit us to determine a great deal more accurately the value of language training for federal public servants.

Interview
Graduates of Language Training

A Introduction

B Personal Information

1. Name _____ Age _____
2. Position _____
3. Province of Origin _____
4. Ethnic origin (By Census Definition) _____
5. Any family connection with French? _____
6. Type of course attended _____
7. Rating _____
8. Education: _____

	<u>Location</u>	<u>French Training</u>
High School		No. of years: Grades: Hours per week:
University		
Other courses in French		

9. Work experience (Location, etc.) _____

C

Questions Relating to the Course.

1. Why did you take the course in the first place?

Immediate work requirements

Future work or career

Pressure from someone

Bonne entente

Other

2. What reaction (initial and subsequent) did you observe among your course associates to the course?

Skepticism	Frivolity	Indifference
------------	-----------	--------------

Interest	Enthusiasm	Other
----------	------------	-------

Reaction among your work associates?

Skepticism	Frivolity	Indifference
------------	-----------	--------------

Interest	Enthusiasm	Other
----------	------------	-------

Reaction among your family and social groups?

Skepticism	Frivolity	Indifference
------------	-----------	--------------

Interest	Enthusiasm	Other
----------	------------	-------

3. State of French prior to the course

Read Write Speak

None

Limited

Considerable

4. Use of French at work prior to the course

Read Write Speak

None

Limited

Considerable

5. To what extent do you feel the course
improved your French?

Read Write Speak

None

Limited

Considerable

6. Use of French at work now:

Read Write Speak

None

Limited

Considerable

Are there French speaking people in your
office?

If yes, how many and in what proportion
to total staff?

How much contact do you have with them?

What type of contact?

Do you have contact with French speaking
public?

How much?

In person or by correspondence?

7. Do you feel that your ability in French,
since the time you completed the course,
has:

Read Write Speak

increased

decreased

remained the same

8. Are you taking any steps to maintain or
develop your French? If yes, what
are these?

Formal arrangements (classes, social
clubs, etc.)

Informal (newspapers, television, etc.)

9. If you had the choice to make again, would
you take this course? Yes No Why?

Was it a waste of time?

Would you recommend it for others?

Would you have taken the course if given
in other than working hours?

How would you feel if fees were charged
to students?

10. Are there any changes you would recommend in the type of training given?

Probe:

What did you like and not like about the course?

The method

Organization

Equipment

Course Times

Location

Teacher

11. In general, do you think there should be more , less , about the same level of , bilingualism and biculturalism in the Federal service in future? Why?

If more, what steps do you think should be taken to increase this level?

Probe:

Who in the Public Service should receive
language training?

Should all new recruits receive this
training?

If so, when - before commencing work?

The Teaching Method Used At The Civil Service Language Training Centre*

J. J. GUERIN

Co-ordinator of Language Training
Civil Service Commission

INTRODUCTION

Last spring, after much research and consultation with linguists and university specialists, the Civil Service Commission decided to adopt the St-Cloud method of language teaching for its Language Training Centre in Hull, P.Q.

The St-Cloud (Voix et Images de France) method is an audio-visual language teaching method resulting from a long range research programme sponsored by the French government. It is based on "le français fondamental",** the development of which will be described in the following paragraphs.

DEVELOPMENT OF "LE FRANÇAIS FONDAMENTAL"

Qualifications of Researchers — In 1951, the French National Ministry of Education set up the Centre des recherches et d'étude pour la diffusion du Français (CREDIF) composed of 30 linguists, administrators and educators, to develop an approach through which the French language could be taught quickly and efficiently to people whose native tongue was not French.

The Problem — An obvious prerequisite to the rapid diffusion of a language is a knowledge of the material to be taught. CREDIF therefore applied itself to the difficult task of selecting the vocabulary and structures appropriate to the objectives of instruction. It was decided from the start that the pitfalls into which the authors of "basic English" had fallen would be avoided at all costs. It appears that "Basic English" can be spoken with an approximate vocabulary of 750 words, using 23 to 25 verbs grammar rules are either non-existent or extremely simplified. As a result, foreigners who desire to graduate from this pidgin English to a more refined language have to forget what they have learned and start anew — obviously a rather difficult

process, when one realized how hard it is to rid oneself of bad habits.

CREDIF profited from a study of the 1935 Carnegie Report on the Simplification of English as a Foreign Language, which actually defined nine possible objectives for a limited vocabulary in any language. E. L. Thorndike had produced for the English language a word frequency list based on the written language, G. E. Vander Beke did the same for the French language in 1935. Unfortunately, Vander Beke's French Word Book contained a literary vocabulary far-removed from everyday life. CREDIF decided, therefore, to establish the minimum vocabulary and structures necessary for maximum everyday Communication in French.

Procedures :

(a) **Vocabulary** — The study was based on the premise that words and expressions used the most in the spoken language should be taught first. In order to obtain the frequency of words and expressions in the spoken language, the Commission conducted the following research:

(i) Statistical Frequency :

- (1) 301 people of varying age, sex, occupation, class and region were selected as subjects.
- (2) 16 topics of conversation, such as "on the street", "going shopping", taking the elevator", etc., were chosen.
- (3) The subjects, whether doctors, engineers, technicians, merchants, farmers, housewives, school children, etc., were interviewed by research teams and induced to talk on the pre-determined topics, the proceedings being recorded on magnetic tape.
- (4) 26 of the 301 subjects were deleted as having lost some of their natural speech

* From an address by Mr. Guérin given to the Education and Training Group of the Professional Institute, October 23, 1964.

** Quotations are from Teaching with "Voix et Images de France" by Joan C. Kist (Chilton Books, Philadelphia, 1963) and other material supplied by the following publishers: Chilton Books, Philadelphia, Marcel Didier, Paris CREDIF, St-Cloud, France.

and spontaneous expression through extraneous factors.

- (5) The final count was 312,135 words representing 7995 different words. The same transcriptions were used for a frequency count of the structural patterns of the language.

- (6) It was then decided arbitrarily to select 809 words amongst these 7995 words i.e. those having a frequency of 29/312,000 (1/10,000) or better.

(ii) *Study of Dispositives* — It soon became apparent that statistical frequency alone was not a sufficient guide for determining what vocabulary should be taught to foreigners. Some words with a rather unstable frequency are nevertheless extremely useful depending on who is talking. For instance, without even mentioning technical words peculiar to certain professions or trades, an airman is bound to use words such as "runway, wing, undercarriage" more often than would a carpenter, a physician will need words such as "fever, thermometer, pill, injection" when he makes house calls whereas a farmer could speak for days without using these words. These useful words were labelled "les mots disponibles" (the "dispositives" or "words at our disposal") by CREDIF they were controlled experimentally through several investigations, one of these involving 904 school children who were asked to write the words which came first to their minds in response to a given stimulus.

(iii) *Rational Empiricism* — CREDIF then proceeded to add the vocabulary based solely on word frequency those "mots disponibles" which, in the opinion of the learned researchers, were the most needed. As a result, for "le français fondamental — 1^{er} degré" (the course which is presently under discussion) 1500 words, including 269 "grammatical words" (such as articles, pronouns, conjunctions, etc.), were selected. The "2^e degré", for which lessons and tapes have just been produced, increases this total to 3000 words.

(b) *Grammar* — Similar studies were made to delineate what grammar points should be taught and what others should be omitted. The Commission did not adhere rigidly to statistical frequency in listing grammar points although frequency weighed heavily in decision making. In any case, the com-

plexities which characterize the literary language have been omitted from "le français fondamental".

THE ST-CLOUD METHOD (VOIX ET IMAGES DE FRANCE)

As early as 1951, a teacher's college, the "Ecole normale de St-Cloud", with its outstanding staff of linguists, phoneticians, psychologists and teachers, was selected by the nationally sponsored CREDIF as a centre for research concerning the development of a teaching method and the relevant materials.

CHARACTERISTICS OF THE ST-CLOUD METHOD

Behaviour Patterns — As described above, the St-Cloud method is based on the scientific selection of vocabulary, structures, and grammatical points. It adds to this "not-so-new" idea of teaching living languages a new concept — that of including behaviour patterns of the people whose language is being learned. From the outset it seeks "to teach language as means of expression and communication which engage the resources of the entire being attitudes, gestures, mimic, intonation and rhythms of the spoken dialogue".

Research has proved that people from different nationalities do not react the same way and do not say the same things in the same situations. The St-Cloud method presents the French way by "taking a variety of true-to-life experiences out of contemporary French life and splitting them into carefully planned units", providing the students with "situations that gradually progress from the concrete to the abstract. The student is immersed in the sight and sound of his environment", as each verbal signal he hears is associated with a picture on the film-strip, showing clearly essential details which evoke the meaning expressed in speech". Having in mind the teaching of rapid aural comprehension, the St-Cloud method shows, in the taped dialogues which accompany the film-strip, what a Frenchman would say when faced with a given stimulus. It has long been established that comprehension of the spoken word depends, in part, on the mental anticipation of a probable utterance in a given situation. This, in turn, is dependent on the past experiences of the listener. Thus an Englishman, learning French, naturally but incorrectly anticipates an English reaction expressed in French. This error often precludes his comprehending the Frenchman's remarks. The "St-Cloud" method eliminates this difficulty by always teaching the Frenchman's natural response instead of the ability to translate what the Englishman would say. "The French language, the product and expression of

a particular form of civilization, is thus always presented in its natural context and living situations."

Emphasis on Taped Voice — In the St-Cloud method, taped dialogues are extremely important since sounds, intonations and rhythms must be perceived together. "Each phonetic group forms a unit of meaning and rhythm, by recording these and integrating them into the play of intonations of the language to be learned, we make a powerful impression on the student's brain, which is extremely sensitive to these rhythmic and melodic stimulations. Such stimulations are further strengthened by the rhythm of the synchronous visual and audible perceptions, which creates in the classroom the natural conditions for language learning. In this connection, we have consistently taken into account the optimum conditions of auditory and visual perception and memorization.

"The success of the method depends on this perfect imitation of the phonetic groups — imitation both of the correct pronunciation of the sound and of the rhythm and intonation. Never must one change the intonation and rhythm recorded on the tape. And the teacher may substitute his own voice for that of the recorder only if he is quite sure that he will observe the rhythms and intonations."

One of the main differences between the St-Cloud method and other audio-visual methods is the importance given to the taped voice. With its accurate phonetic pronunciation, perfect intonation and rhythms, the taped voice is the basis on which quick aural comprehension is developed. The St-Cloud specialist believes that a native teacher will be prone to separate or stress what has not been heard by his pupils in a given semantic group. This helps the students at the time, but plays havoc with their aural comprehension outside the classroom, amongst French speaking people. Furthermore, the St-Cloud specialists are of the opinion that the taped voice gives more confidence to the students who hear semantic groups pronounced always exactly with the same intonation and rhythms.

APPLICATION OF THE METHOD

"Each of the 32 lessons of the method is a conversation between two or three people, in which sometimes a male or female speaker (presenter) also has a part.

"This conversation concerns some center of interest of everyday life. There is no attempt made to exhaust the topic of this interest center and name or describe a series of objects or actions. The purpose, rather, is to present to the students the forms of expression which Frenchman may have to use in the chosen situations.

"These situations are shown through filmstrips which are drawings, purposely simplified, so that the

student's attention may concentrate itself on some gesture or action, or on a person who speaks. The dialogues, closely related to the drawings, are recorded on magnetic tape.

"In this way, for each picture of the filmstrip there is presented a corresponding semantic group which is the audible expression of the picture. At first, the student must hear the audible structure of this group and, at the same time, grasp its meaning. Next, in the course of the lesson, he will have to repeat it and, finally, to use it spontaneously by reflex action."

THE LESSON-UNIT

Each lesson-unit is divided into three parts:

- (a) *The Sketch*, built around a centre of interest. Its purpose is to teach the constructions and vocabulary related to the 16 pre-selected themes mentioned previously.
- (b) *The "mécanisme grammatical"*, the aim of which is to teach the grammar points listed in "le français fondamental". As such, it stresses some grammatical structures seen in the sketch and includes more "mécanismes", all of these being placed in a new situational context. The progression of grammatical points over the 32 lessons is constructed in such a way that it begins with concepts without the use of which no communication is possible. Once the fundamental elements have been assimilated by the students, the "mécanismes" aim at giving the students practice in the spontaneous use of personal pronouns, of the most frequent verbs, etc. "The more naturally the grammatical form is used by the person who speaks in the story", and the more strongly its use is called for by the phrase preceding it, "the better will the student feel the meaning of the form considered".
- (c) *The Practical Phonetics*, containing sound groups extracted from the sketch. This third section of the lesson-unit enables the teacher to proceed methodically, according to a rational progression, in the teaching of certain sounds, always emphasizing accurate imitation of intonation and rhythm since all phonetics are presented in structural form.

AUDIO-VISUAL CLASSROOM PROCEDURES

The first two parts of the lesson-unit, the "sketch" and the "mécanismes" are taught in four interrelated phases which have distinct characteristics and specific purposes.

"(a) *Présentation* — Each new language expression is presented, by filmstrip and tape, in the context of a visual situation which gives it meaning, without intervention by the teacher. Students silently discover the meaning of what they hear in terms of what they see.

"(b) *Explication* — This phase confirms or corrects the student's conceptualizations in the "Présentation". To achieve accurate comprehension, the teacher directs the student's attention to the significant details of each picture. The teacher fixes the association of meaning and sound by returning to the tape-recorded expression and summarizing the discussion of each picture.

"(c) *Répétition* — Once comprehension is assured, the student assimilates the new expressions by reproducing them himself. The tape-recording is used as a model, and the repetitions are always made in the presence of the corresponding picture from the filmstrip as further support to the association of meaning with sound.

"(d) *Transposition* — The teacher helps the student to transpose the new expressions from the situations in which they were learned to a variety of situations in which the student is capable of using them. Audio-visual aids are gradually withdrawn until the student is self-reliant in his use of the new acquisitions."

INTRODUCTION TO WRITTEN LANGUAGE

The St-Cloud method is almost entirely an oral/aural method based "on the study of language structures through their intonation and rhythm".

"He who learns by starting from written forms (even from some phonetic notations) necessarily ties this form to the meaning and pretends to be unable to understand what he has not seen in writing. He makes but little effort to hear, he hears less and less, and soon fails to hear without a written text. Nor can he express himself without first going through the written form. No conversation is possible if the student does not assume the immediate habit of passing directly from sound to meaning, and directly from meaning to sound, to express himself."

In addition, "the written text encourages excessive analysis. This tends to obliterate the most essential element, which is the total perception of the meaning of the semantic group. It directs the student's attention to problems of spelling and grammar; the reader wants to understand each word and refers word for word to whatever other language he knows: he soon falls into literal translation."

To depend only on visual memory and disregard auditory memory almost completely is "a very debatable teaching tradition. Experience shows that auditory memory, very rich in a child, gets lost for lack of practice.

"We must revive and train this auditory memory in the adult student and show him how well he can get along in the dimension of sound only."

St-Cloud specialists are convinced that it is so essential that the teaching be fully phonetic at the beginning that the written text is kept away from student's eyes at all times. Writing is introduced in lesson 15 after 140 hours of tuition (as comparable to total of 320 hours at secondary school level). By then, the students have learned to distinguish and repeat all French sounds. It is through dictation of semantic groups that the written language is given significance; the student is thus led to writing before taking up reading.

Reading — Some reading takes place during the phonetic dictations mentioned above, thus training the student to go back from the written form to sounds. Actual reading texts, however, are introduced from lesson 22 on that is, after 210 hours of instruction.

CONCLUSION

The St-Cloud method is particularly useful when employed to teach English-speaking students who already have a relatively high degree of reading comprehension as a result of several years of study where traditional grammar-translation methods were used, and who are almost tone deaf as far as aural comprehension is concerned. By compelling the students to deal with sounds only, without using the written form to make themselves believe that they understand the spoken word, the St-Cloud method alleviates these students' fears of not understanding and brings them to a point where they can actively use their large passive vocabulary as soon as they have, so to speak, broken through the sound barrier. Being able to recognize aurally the words they already know gives a tremendous lift to the morale of these students. They become more and more eager to speak, and thus are well on their way to a much greater fluency.

As the fundamental French spoken in France differs slightly from that which is spoken in Canada, two Canadian universities are currently working on developing a Canadian Version of "Voix et Images de France". This supplement, which will also be approved by CREDIF, will permit the English speaking student to perceive phonetic and word usage differences in the French spoken in Canada. Research is also being done to establish a method of perfecting the language facility of the English speaking person who is almost bilingual.



LANGUAGE TRAINING -- HULL

Since the recommendations stated in the March 25, 1965 report deal with further studies which could be done in this area, they are now quite irrelevant. Therefore, the following points are raised to complete the study. They are suggestions which stem largely from the study and which form the substance of conclusions as they might have been written last march.

(1) Selection of students -- very important considering the limited resources as opposed to the large number of applicants. Besides concentrating on selecting from volunteers, senior officers, previous students and those who need French at work, other more subjective factors such as motivation and attitude should also be considered. Our study showed that high motivation and a positive attitude towards speaking French were closely related to success.

The C.S.C., in cooperation with the departments, should take part in the selection process. The departments are fully aware of their own needs, but the language school people are, of course, more expert in the field of language training.

(2) Post-course practice -- according to our findings, this was left entirely up to individuals. There were some students who took various measures to retain and build on their knowledge of French. This practice seemed to have been a significant factor in their continuing progress. Departments might be encouraged to set up a system to channel these extra efforts of the students. A full-time officer might be appointed to coordinate the students and the opportunities for them to practice and improve their French.

(3) Post-course usage at work -- also found to have quite an effect on the student's performance. In addition to being taught a language, the students should be conditioned to speaking it afterwards. Virtually all their French-Canadian colleagues will have a better knowledge of English than they of French. However, if they are to improve, English Canadians should be encouraged to persist in their efforts to speak French at work. It appeared easier for students who were on full-time courses to return to the office with this attitude since their improvement was considerably more noticeable due to their long absence.

If the government is going to subsidize language training and suffer the loss of personnel time, it should also be prepared to cover the initial loss of efficiency when English Canadians stumble through French conversations during their daily work. The object of language training is to increase the use of both languages, and the civil servant returning to work after a course should be strongly encouraged to use his newly acquired ability.

